

City of Seattle, Department of Neighborhoods, Office for Education Division
Families and Education Levy,

Request for Program Information
Elementary Social, Emotional, Behavioral and Family Support

INTRODUCTION

The purpose of this Request for Program Information is to assist schools interested in applying for City of Seattle Families and Education Levy (FEL) funds by compiling information from RFQ respondents. The Request for Program Information is part of a process (outlined further below) the Office for Education Division (OFE) in the Department of Neighborhoods (DON) is conducting to implement the City of Seattle Families and Education Levy (FEL) for Elementary Social, Emotional, Behavioral and Family Support for elementary school students in Seattle Public Schools.

Part I – Request for Qualifications (RFQ)

There is no FEL funding to be awarded under this RFQ process; however, submitting a response to this RFQ is required in order for a school to select your organization to provide Elementary Social, Emotional, Behavioral and Family Support in the next part of the process. Organizations with expertise Elementary Social, Emotional, Behavioral and Family Support are invited to participate in the RFQ process. The RFQ process is designed as a pass/fail review for an organization to submit their qualifications. OFE will then review the response and pass/fail the organization based on the pre-established criteria stated within this RFQ. OFE will pass any organization that meets the pre-established criteria without a limit on the number of organizations passed. There is no guarantee of work to any organization that is successfully qualified through this process.

Optional: Request for Program Information (RPI)

*As a service to schools interested in applying for FEL funds, OFE is compiling program information from RFQ respondents for schools to use and reference during the Innovation School Request for Investment (RFI) process. The program information requested from RFQ respondents is intentionally very similar to the information that schools will need in order to complete the RFI process. **This information will not be used in evaluating RFQs.***

NOTE: This is your only opportunity to submit Program Information to the Office for Education.

Part II – Innovation School Request for Investment (RFI)

During the RFI process, OFE will invite schools to collaborate with organizations qualified through the RFQ process and apply for FEL funding to achieve specific results. Schools collaborating with organizations will only receive FEL funding for those qualified through the RFQ process. More information regarding the RFI process, including timelines, will be published on the OFE website.

Organizations qualified through the RFQ process, including their RFQ application and program information, will be posted on OFE's website: <http://www.seattle.gov/neighborhoods/education>.

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TIMELINE

January 3, 2012	RFQ and RPI Issued
January 12, 2012 2:00 – 4:00 PM	Information Session: Miller Community Center Multi-Purpose Room 330 19th Ave E Seattle, WA 98112 (Map It)
February 1, 2012, 5:00 PM	Deadline to Submit RPI/RFQ Questions to OFE
February 14, 2012, 4:30 PM	RFQ and RPI Responses Due
February 16-21, 2012	RFQ Responses Reviewed and Evaluated
February 22-24, 2012	Telephone Clarification, as needed
February 27, 2012	Issue Notice of Intent to Publish Results
March 2, 2012	Send Notification of Results

BACKGROUND

Goals of the 2011 Families and Education Levy:

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

FEL investments will be used to advance the stated goals but with a particular focus on closing the achievement gap for low-income students and students of color. Focus students are identified by the following risk factors:

- Failure to meet kindergarten readiness expectations as measured by the Seattle Early Education Collaborative (SEEC) assessments and WaKIDS
- Failure to meet grade-level standard on state assessments
- Failure to make typical growth on Measures of Academic Progress (MAP)
- Failure to make gains on the state English proficiency test
- Poor attendance, defined as missing more than 5 days per semester or more than 10 days per year, excused or unexcused
- School entry after the beginning of the year

The 2011 Families and Education Levy also specifically mentions English language learners as a priority for Levy funding.

Outcomes and Indicators

Elementary School Investments will contribute toward the following outcomes:

- Children meeting age-level expectations on WaKIDS
- Students meeting grade-level standards on state tests (math, reading, science, writing)

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The following indicators will be used by OFE to track to student results:

- English language learners making gains on the Washington English Language Proficiency Assessment (WELPA)
- Students making annual typical growth on reading MAP
- Students making annual typical growth on math MAP
- Students having fewer than 5 absences per semester

Through the RFQ process, OFE will identify the organizations and programs most likely to improve these outcomes for focus students.

ELEMENTARY, SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT

Barriers to learning take on many different forms. Students and their families need support that not only includes academic intervention but also social, emotional and behavioral support. Successful Elementary Social, Emotional, Behavioral and Family Support programs may include, but are not limited to:

1. Case Management Support

- Provide intensive case management for focus students with multiple risk factors, as described in the Background section.
- Collaborate with principals, teachers, family support staff, nurses, school psychologists, counselors, school-based health providers, and/or other community based providers, to address non-academic barriers to learning including physical and mental health issues.
- Connect families in need to resources and supports in the community.

2. School and Family Connections

- Collaborate with school-based Family Support Workers, if applicable.
- Act as an effective liaison between school staff and families.
- Ensure families know how to access school attendance and academic data and information on their student (The Source).
- Facilitate internet access for families without home computers.
- Work with teachers to identify learning strategies that parents can do at home with their children to improve their academic success.
- Provide parents with information on what their student should be doing to succeed in school, including activities they can do at home with their child to improve academic outcomes.
- Educate parents on how to be better advocate for their student's education.

3. Attendance, Behavior and Discipline Support

- Utilize multi-tiered strategies to address attendance and behavior issues of differing severity.
- Provide students encountering discipline issues with alternatives to out-of-school suspension.

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4. Transition Support

- Engage families with preschool children to prepare them for enrollment into kindergarten.
- Work with Early Learning providers and other adult caregivers to identify and work with children who may need family support services upon entering kindergarten.
- Educate parents and students about what to expect when transitioning from elementary school to middle school.
- Coordinate times for elementary parents and students to meet with middle school staff.
- Connect with middle schools to ensure that staff know what supports families and students may need to receive to be successful.

INFORMATION AND QUESTIONS

The City shall conduct an information session. Organizations are highly encouraged to attend but not required to attend in order to respond to this RFQ process. The information session's purpose is to answer questions about the RFQ process and provide clarification, if needed. This information session is also a forum in which organizations may raise any concerns. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such items that were known as of this information session. Please bring a copy of the RFQ with you if you attend the information session.

Date	Time	Location
January 12, 2012	2:00 – 4:00 PM	Information Session: Miller Community Center Multi-Purpose Room 330 19th Ave E Seattle, WA 98112 (Map It)

If you need further information or have additional questions, please contact Isabel Muñoz-Colon at 206-684-7657 or isabel.munoz-colon@seattle.gov. This document is also available electronically at <http://www.seattle.gov/neighborhoods/education>.

INSTRUCTIONS TO RESPONDENTS

NOTE: All responses must be prepared at the respondent's sole cost and expense.

Response Format

Excluding the Cover Sheet (Attachment 1) and the Budget Form (Attachment 2) under the Financial Projections section, responses are not to exceed **five (5) pages** (8½" X 11"), single-sided, typed or word-processed, size 12 Arial font, with 1-inch margins. If you fail to follow these instructions, the City may continue to assess your response or may choose to

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reject your response. Responses that exceed 5 pages will not automatically be rejected, but instead any materials beyond the 5-page limit will be removed for purposes of the evaluation.

You do not need to rewrite the entire question, just the headings in the following order:

- Cover Sheet
- Participants
- Strategies
- Results
- Financial Projections
- Budget Template

Responses should be a package that answers the following questions, in the order provided below:

Cover Sheet Responses should include a completed Cover Sheet (Attachment 1) and be consistent with required format as described in the Instruction to Respondents section.
Participants <ol style="list-style-type: none">1. Who are the focus students you intend to work with?2. How many do you intend to serve?
Strategies <ol style="list-style-type: none">1. Specify your proposed strategies and their key features.2. Please describe the intensity and duration of your proposed strategies.3. What challenges do you anticipate for your organization in delivering results, and how do you propose to address them?4. Are your strategies based on a research-based model or promising practices? If so, please describe.5. Are any partners critical to your program's success? If so, what role must they play and what is the evidence that they are committed to collaborate with you?
Results <ol style="list-style-type: none">1. Based on the students you plan to serve with Levy funds, what specific results, aligned with the FEL Outcomes and Indicators listed in the Background section, are you committed to achieving?
Financial Projections (see Budget Form, Attachment 2) <ol style="list-style-type: none">1. Briefly describe what is included in operating and personnel costs and, where appropriate, indicate any assumptions behind your expenses.2. Describe your current funding sources and how you leverage your current resources and capacity to achieve outcomes.

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RESPONSE SUBMISSION

Responses are due and *must be received by* Tuesday, February 14, 2012 at 4:30 p.m.

Please **email** your response to this Request for Program Information to:

EducationOffice@seattle.gov

You can use either Microsoft Word or .pdf format for your response, except for the Budget Template which we need in Excel.

Submittal Questions: Contact Sue Rust at the Office for Education at 206-233-5118.

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COVER SHEET

Organization Information:

Organization name: _____

Organization address: _____

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

Application Components and Checklist (submit in this order)

- ☐ Cover Sheet
- ☐ Participants
- ☐ Strategies
- ☐ Results
- ☐ Financial Projections
- ☐ Budget Template (in Excel)

Contact Information:

Contact person: _____
(please print clearly)

Title: _____

Mailing address: _____

Day/Work phone: _____ Email address: _____

Signature: _____ Date: _____

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BUDGET TEMPLATE INSTRUCTIONS

A budget template is attached below to identify your personnel and operating costs. This page highlights instructions for filling out the template. As a reminder, no funding will be allocated following the RFQ selection process. This information will be provided to schools that are applying Innovation Investments through the Request for Investment (RFI) process.

- Please identify Base costs. “Base” costs represent your organization’s 2012-2013 personnel and operating costs required for the minimum number of students that your organization would serve. In the example below, the organization states that it would serve no fewer than 20 students.
- “Incremental” costs would be the additional cost for the next student or grouping of students that your organization would serve. Please describe in the space provided the number of additional students served. In the example below, the organization states that it would make the most sense given the program work involved to serve incremental groupings of 10 students.
- In addition, please identify how much of the funding you would request from the school’s FEL funds (“Requested School Portion”) and how much of the program would be supported by your organization (“Respondent’s Funding and/or In-Kind Support”).
- Under the Notes/Description field for Personnel Costs, please identify in the space provided how many staff this represents for both the Base and Incremental Costs.
- In the Cost per Student Meeting Outcomes Table, list each of the outcome measures your program will focus on, the number served from just the Base amount, the total personnel and operating base cost, and the number of students your organization expects will meet the outcome. Then divide the total cost by the number of students meeting outcomes to get the “Cost per Outcome.” The target outcome needs to match the information stated in the Results section of the RFQ.
- An example of a sample budget template is provided below, and a blank template is provided for the individual/organization to fill out.

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Sample Budget Template

2012-2013 Personnel Costs	# of Students Served	Requested School Portion	Respondent's Funding and/or In-Kind Support	Total	Note/Description
Base	40	\$130,000	\$25,000	\$155,000	Funds 1.5 FTE reading coach
Incremental	10	\$65,000	\$0	\$65,000	Funds additional 0.5 FTE reading coach

2012-2013 Operating Costs	# of Students Served	Requested School Portion	Respondent's Funding and/or In-Kind Support	Total	Note/Description
Base	40	\$25,000	\$5,000	\$30,000	Funds academic supplies, snacks
Incremental	10	\$5,000	\$0	\$5,000	Funds additional supplies, snacks

Cost Per Student Meeting Outcomes

Outcome Measure(s)	# of Students Served (base only)	Total Costs (Base only)	# that will Meet Targeted Outcome	Cost per Outcome	Note/Description
Meet Reading Standard	40	\$155,000	25*	\$6,200	25 3 rd grade students will meet the reading standard (with Base investment)

*This amount should match the information stated in the Results section.

Please download the Excel budget template from our website (<http://www.seattle.gov/neighborhoods/education>) and send in the Excel file electronically to EducationOffice@seattle.gov, along with your RPI response.